



**MOREHEAD STATE UNIVERSITY**

# Secondary English Language Arts Curriculum Alignment Survey

*MSU English Education Program*

**Caitlin Lacey,**

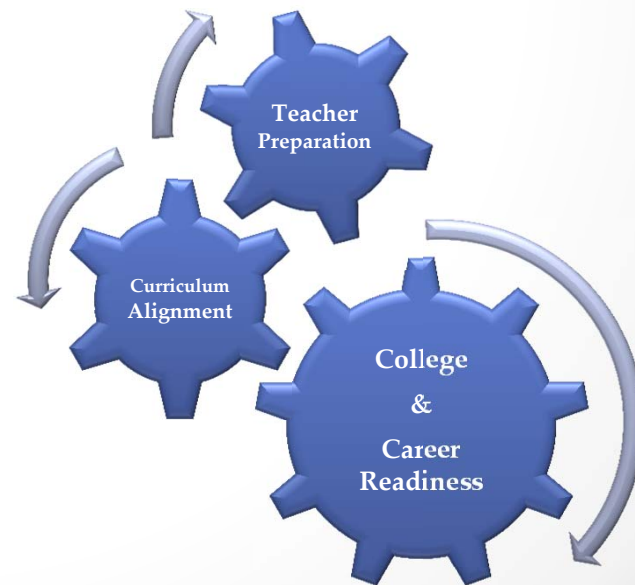
*Undergraduate Research Fellow*

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# Background



- An update of previous research
  - 2007 Statewide Survey: *English/Language Arts 8-16 Curriculum Alignment Survey*
  - 2012 Statewide Survey: *How Kentucky High School English Teachers Teach Reading and Grammar: Implications for 9-16 Curriculum Alignment and Professional Development*
- Goals
  - To explore content and strategies high school English teachers use for teaching grammar, reading literature, and reading for information.
  - To allow teachers to compare their own curriculum maps and approaches to those of other schools across the state
  - To allow teacher education faculty to review curriculum alignment issues



# Methodology



- Updated questions to reflect CCRS/KCAS
- Designed and posted the survey
  - Special thanks to Clarissa Purnell, MSU Office of Institutional Research and Assessment
  - <http://snapsurvey.moreheadstate.edu/snapwebhost/surveylogin.asp?k=132576976958>
  - <http://engedmsu.blogspot.com/>
- Sent e-mail invitations to
  - all high school principals in Kentucky to forward to English teachers
  - participants in 2011 English Teacher Connection conference at MSU
  - high school English teachers in MSU's service region in connection with the English Education Program
- Still collecting responses...
- Today's preliminary snapshot compiles the responses of the first fifty-one participants.



# Invitation to Participate

## Morehead State University Secondary English Language Arts Curriculum Alignment Survey



The Secondary English Education Program at Morehead State University invites 9-12 English faculty to participate in an online research project to enhance teacher preparation and professional development. In addition, participants may opt to receive results for statewide comparison of what is taught in Kentucky's English language arts classes. The survey should take about 20 minutes to complete.

The data collection window is extended, so respondents may still qualify for free registration at MSU's English Teacher Connections conference on June 12 where participants will see presentations by Amy Benjamin, President of the NCTE's Assembly for Teaching English Grammar and author of *Teaching Grammar: What Really Works*. Participants at the conference will receive a complimentary copy of Benjamin's book.

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# MSU English Ed Blog

## ETC: English Teacher Connection

Morehead State University's English Education Network

SATURDAY, FEBRUARY 11, 2012

### Participate in the Secondary English-Teacher Ed Curriculum Alignment Survey

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#### PAGES

- [Home](#)
- [2011 ETC CONFERENCE SCHEDULE](#)

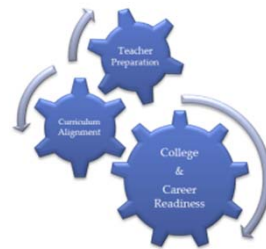


#### LINKS OF INTEREST

- [Secondary Curriculum Alignment Survey](#)
- [KDE's Deconstructed Standards with Learning Targets](#)
- [MSU ETC Discussion Board](#)
- [MSU English Education Center Web Page with Resources](#)

# Reading:

## What We Teach How We Teach It



## 37-43. Favored Texts: Most Frequently Taught Fiction, Epics, Plays, Poetry, and Nonfiction

The following lists were created by combining

- o commonly anthologized texts
- o college-bound reading lists
- o and sample texts from Appendix B  
of the Common Core State Standards.

They are organized from the most to least frequently taught by survey respondents.



## Most Frequently Taught Fiction and Epic Texts

Fiction and Epics	9th grade	10th grade	11th grade	12th grade	Total
Poe, Edgar Allen. Story	19	16	14	4	53
Golding, William. <i>Lord of the Flies</i>	13	11	3	7	44
Fitzgerald, F. Scott. <i>The Great Gatsby</i>	3	5	31	3	41
Lee, Harper. <i>To Kill a Mockingbird</i>	17	16	6	0	39
Chaucer, Geoffrey. <i>The Canterbury Tales</i>	0	1	1	36	38
Hawthorne, Nathaniel. <i>The Scarlet Letter</i>	2	0	31	2	35
Homer. <i>The Odyssey</i>	32	1	0	1	34
Bradbury, Ray. <i>Fahrenheit 451</i>	9	15	2	5	31
Austen, Jane. <i>Pride and Prejudice</i>	1	0	4	22	27
Cisneros, Sandra. <i>The House on Mango Street</i>	9	11	1	3	24
Dickens, Charles. Novel	8	4	2	10	24
Hurston, Zora Neale. <i>Their Eyes Were Watching God</i>	0	5	11	8	24
Achebe, Chinua. <i>Things Fall Apart</i>	2	10	3	7	22
Bronte, Charlotte. <i>Jane Eyre</i>	4	1	3	14	22
Hansberry, Lorraine. <i>A Raisin in the Sun</i>	4	6	8	2	20
Salinger, J.D. <i>The Catcher in the Rye</i>	2	5	6	7	20
Twain, Mark. Novel	2	1	15	2	20
Conrad, Joseph. <i>Heart of Darkness</i>	0	2	1	16	19
Orwell, George. Novel	9	5	1	4	19
Walker, Alice. Novel or story	3	9	4	2	18
Henry, O. Story	9	4	3	1	17
Tan, Amy. <i>The Joy Luck Club</i>	4	7	5	1	17



## Less Frequently Taught Fiction and Epic Texts

Fiction and Epics	9th grade	10th grade	11th grade	12th grade	Total
Homer. <i>The Iliad</i>	9	0	2	4	15
Kakfa, Franz. <i>The Metamorphosis</i>	0	5	1	9	15
Ellison, Ralph. <i>Invisible Man</i>	0	3	7	4	14
Milton, John. <i>Paradise Lost</i>	0	0	0	14	14
Faulkner, William. <i>As I Lay Dying</i>	0	1	7	4	12
Steinbeck, John. <i>The Grapes of Wrath</i>	0	1	6	4	11
Zusak, Marcus. <i>The Book Thief</i>	3	3	2	3	11
Wharton, Edith. <i>Ethan Frome</i>	2	3	2	3	10
Dostoevsky, Fyodor. <i>Crime and Punishment</i>	0	1	0	8	9
de Cervantes, Miguel. <i>Don Quixote</i>	0	2	2	3	7
Hemingway, Ernest. <i>A Farewell to Arms</i>	1	0	4	2	7
Morrison, Toni. <i>The Bluest Eye</i>	0	1	3	3	7
Voltaire, F.A.M. <i>Candide</i>	0	0	1	6	7
Melville, Herman. <i>Novel</i>	0	0	4	2	6
Olsen, Tillie. <i>Story</i>	1	2	2	1	6
Vergil. <i>Aeneid</i>	3	1	1	1	6
Alvarez, Julia. <i>In the Time of Butterflies</i>	0	3	0	2	5
Turgenev, Ivan. <i>Fathers and Sons</i>	1	2	1	1	5
Buck, Pearl S. <i>The Good Earth</i>	1	3	0	0	4
Jewett, Sarah Orne. <i>Story</i>	0	1	2	1	4
Ovid. <i>Metamorphoses</i>	1	0	0	2	3
Shaara, Michael. <i>The Killer Angels</i>	1	1	1	0	3
Bellow, Saul. <i>The Adventures of Augie March</i>	0	1	0	1	2
Chekhov, Anton. <i>Play</i>	0	1	0	1	2
Garcia, Cristina. <i>Dreaming in Cuban</i>	0	0	0	0	0

## Frequency of Dramatic Texts

Playwrights, Titles	9th grade	10th grade	11th grade	12th grade	Total
Shakespeare, William. <i>Play</i>	33	29	10	33	105
Miller, Arthur. <i>Death of a Salesman</i>	1	4	12	10	27
Hansberry, Lorraine. <i>A Raisin in the Sun</i>	5	5	7	2	19
Sophocles. <i>Oedipus Rex</i>	2	7	1	8	18
Williams, Tennessee. <i>The Glass Menagerie</i>	2	4	4	4	14
Ibsen, Henrik. <i>A Doll's House</i>	1	0	1	8	10
Wilde, Oscar. <i>The Importance of Being Earnest</i>	0	0	2	8	10
Wilder, Thornton. <i>Our Town: A Play in Three Acts</i>	1	2	5	1	9
Moliere, Jean-Baptiste Poquelin. <i>Tartuffe</i>	0	1	0	3	4
Soyinka, Wole. <i>Death and the King's Horseman: A Play</i>	0	0	4	0	4
Ionesco, Eugene. <i>Rhinoceros</i>	1	0	0	0	1

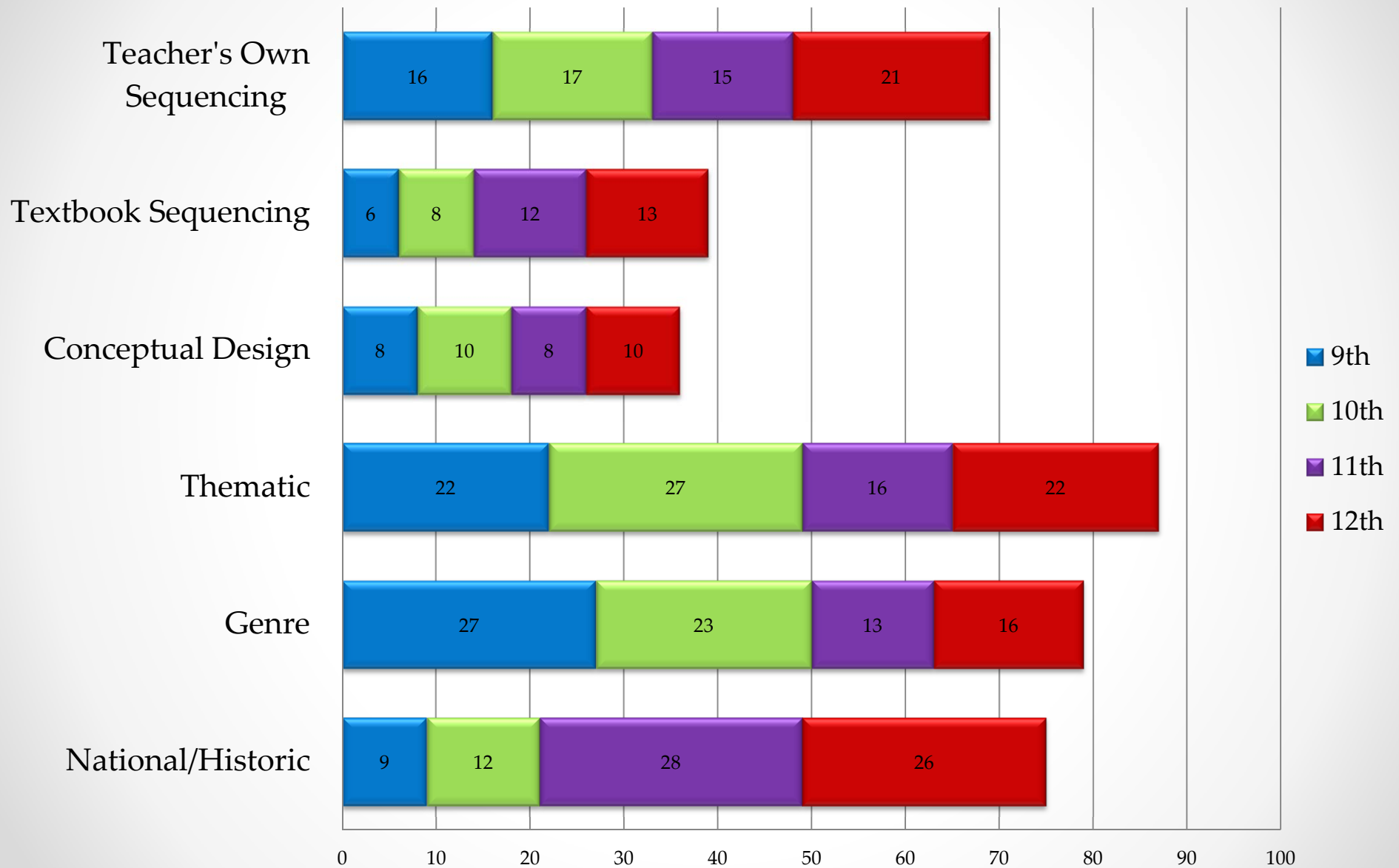
## Frequency of Poets

Poets	9th grade	10th grade	11th grade	12th grade	Total
Shakespeare, William	38	37	14	43	<b>132</b>
Poe, Edgar Allen	27	24	27	8	<b>86</b>
Dickinson, Emily	13	22	26	10	<b>71</b>
Frost, Robert	19	20	23	9	<b>71</b>
Whitman, Walt	7	9	23	7	<b>46</b>
Eliot, T. S.	4	9	11	15	<b>39</b>
Donne, John	3	3	4	24	<b>34</b>
Keats, John	4	5	3	20	<b>32</b>
Shelley, Percy Bysshe	2	3	1	23	<b>29</b>
Collins, Billy	3	6	5	8	<b>22</b>
Wheatley, Phyllis	3	2	16	1	<b>22</b>
Cullen, Countee	3	3	12	0	<b>18</b>
Pound, Ezra	2	3	8	5	<b>18</b>
Neruda, Pablo	3	8	2	3	<b>16</b>
Bishop, Elizabeth	2	6	3	4	<b>15</b>
Houseman, A. E.	2	2	2	8	<b>14</b>
Auden, W.H.	2	2	1	8	<b>13</b>
Johnson, James Weldon	1	4	7	0	<b>12</b>
Li Po	1	4	0	4	<b>9</b>
Ortiz Cofer, Judith	0	4	3	0	<b>7</b>
Dove, Rita	0	2	4	0	<b>6</b>
Baca, Jimmy Santiago	1	3	0	0	<b>4</b>
Tagore, Rabindranath	0	1	0	0	<b>1</b>

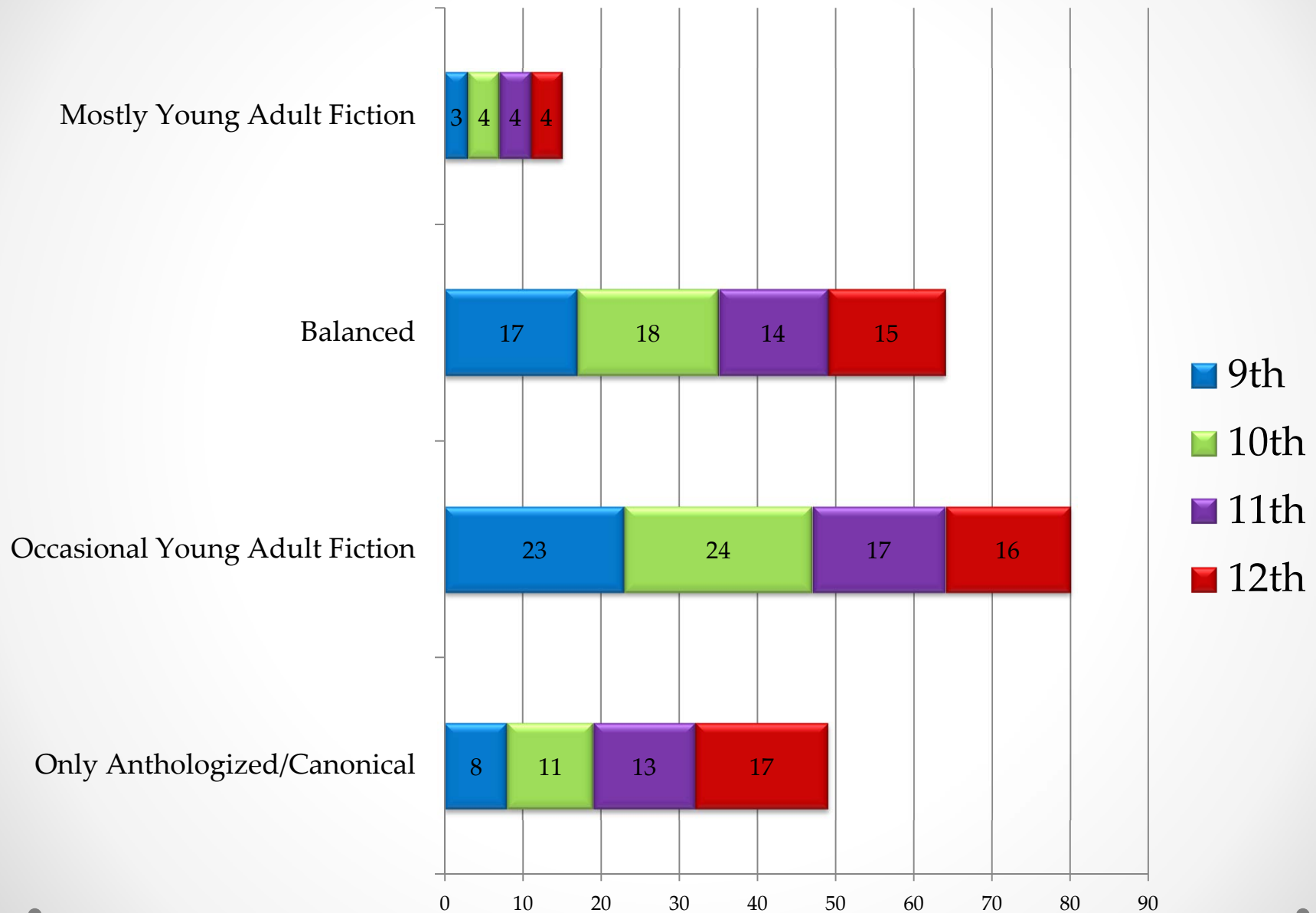
## Frequency of Nonfiction Texts

Author	9th grade	10th grade	11th grade	12th grade	Total
King, Jr., Martin Luther. Speech or Letter	12	16	24	2	54
Thoreau, Henry David. Essay	2	1	24	2	29
Jefferson, Thomas. <i>The Declaration of Independence</i>	2	0	26	0	28
Emerson, Ralph Waldo. Essay	2	1	20	3	26
Lincoln, Abraham. Address	0	4	22	0	26
Henry, Patrick. "Speech to the Second Virginia Convention"	1	2	22	0	25
Paine, Thomas. <i>Common Sense</i>	0	1	22	0	23
United States. The Bill of Rights	1	2	15	0	18
Angelou, Maya. <i>I Know Why the Caged Bird Sings</i>	3	8	4	1	16
Wiesel, Elie. "Hope, Despair and Memory"	5	6	4	0	15
Washington, George. "Farewell Address"	2	1	11	0	14
Wright, Richard. <i>Black Boy</i>	2	2	8	1	13
Tan, Amy. "Mother Tongue"	1	4	7	0	12
Roosevelt, Franklin Delano. "State of the Union Address"	0	5	5	0	10
Hand, Learned. "I Am an American Day Address"	1	1	3	0	5
Hofstadter, Richard. "Abraham Lincoln and the Self-Made Myth"	0	0	5	0	5
Smith, Margaret Chase. "Remarks to the Senate in Support of a Declaration of Conscience"	1	0	3	0	4
Chesterton, G. K. "The Fallacy of Success"	1	0	1	1	3
Anaya, Rudolfo. "Take the Tortillas Out of Your Poetry"	0	1	0	0	1

# 1-12. Organizational Approaches to Literature

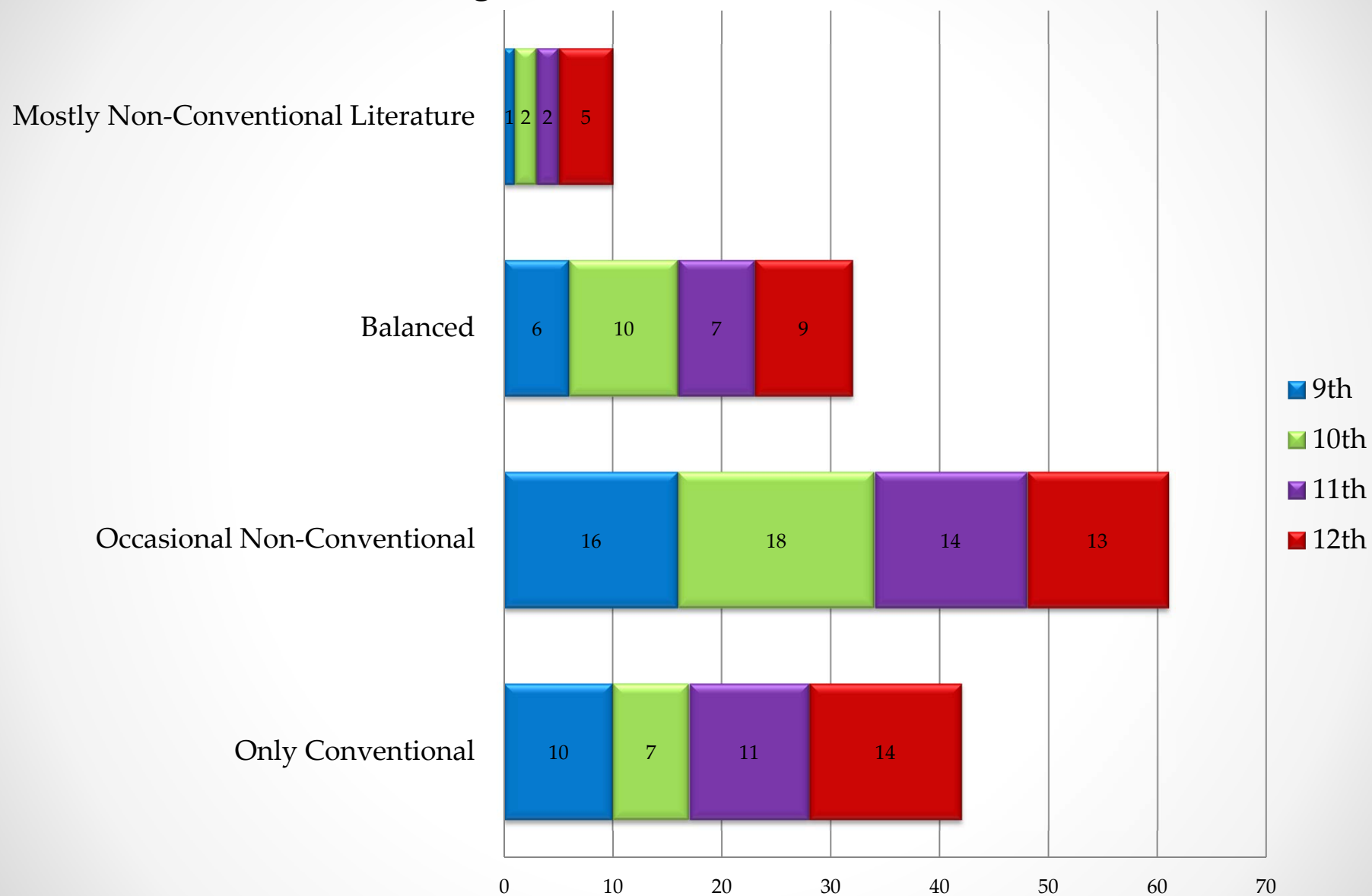


## 13- 20. Categories of Literature by Grade Level

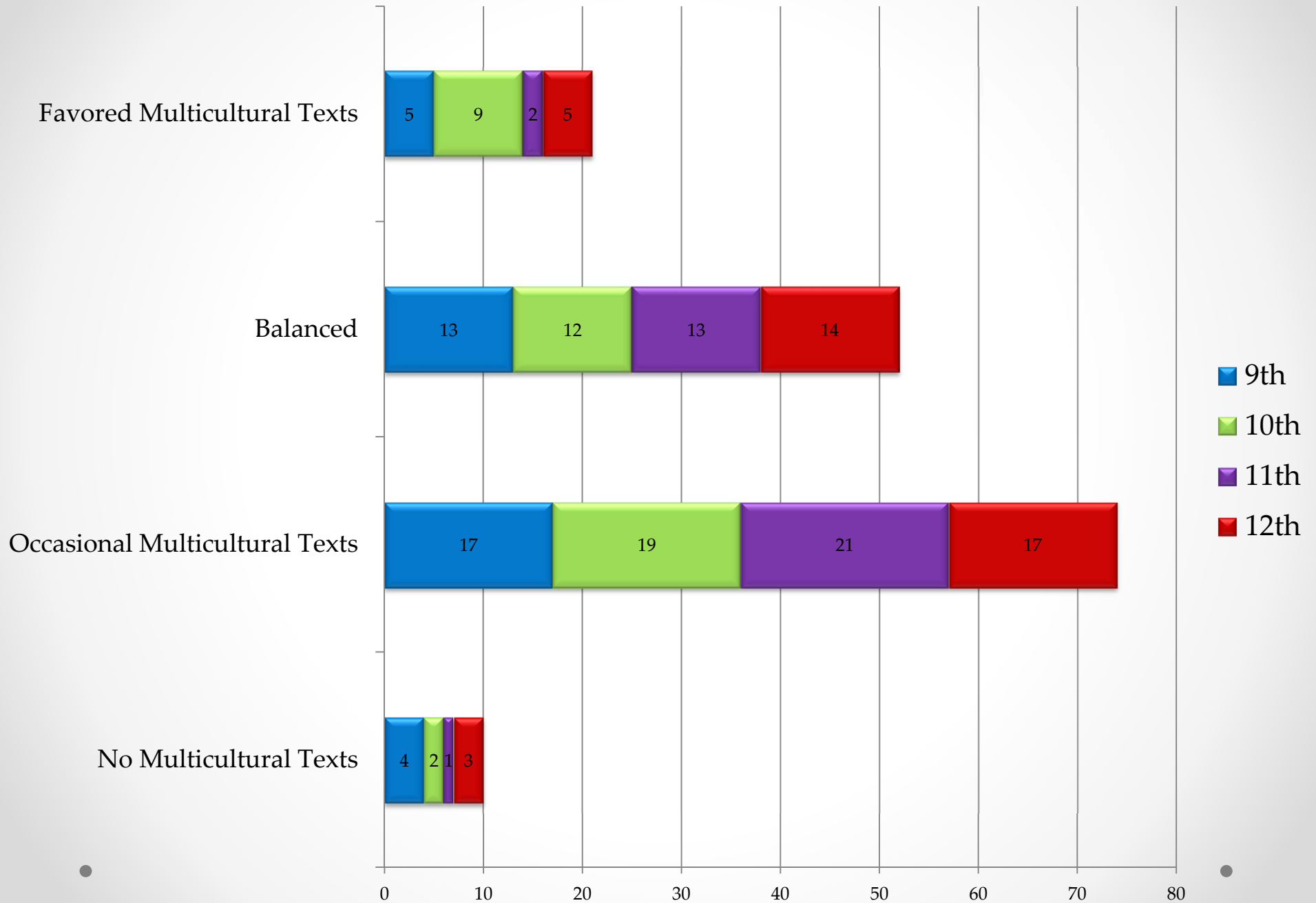




## 21-29. Teaching Conventional Literature in the Classroom

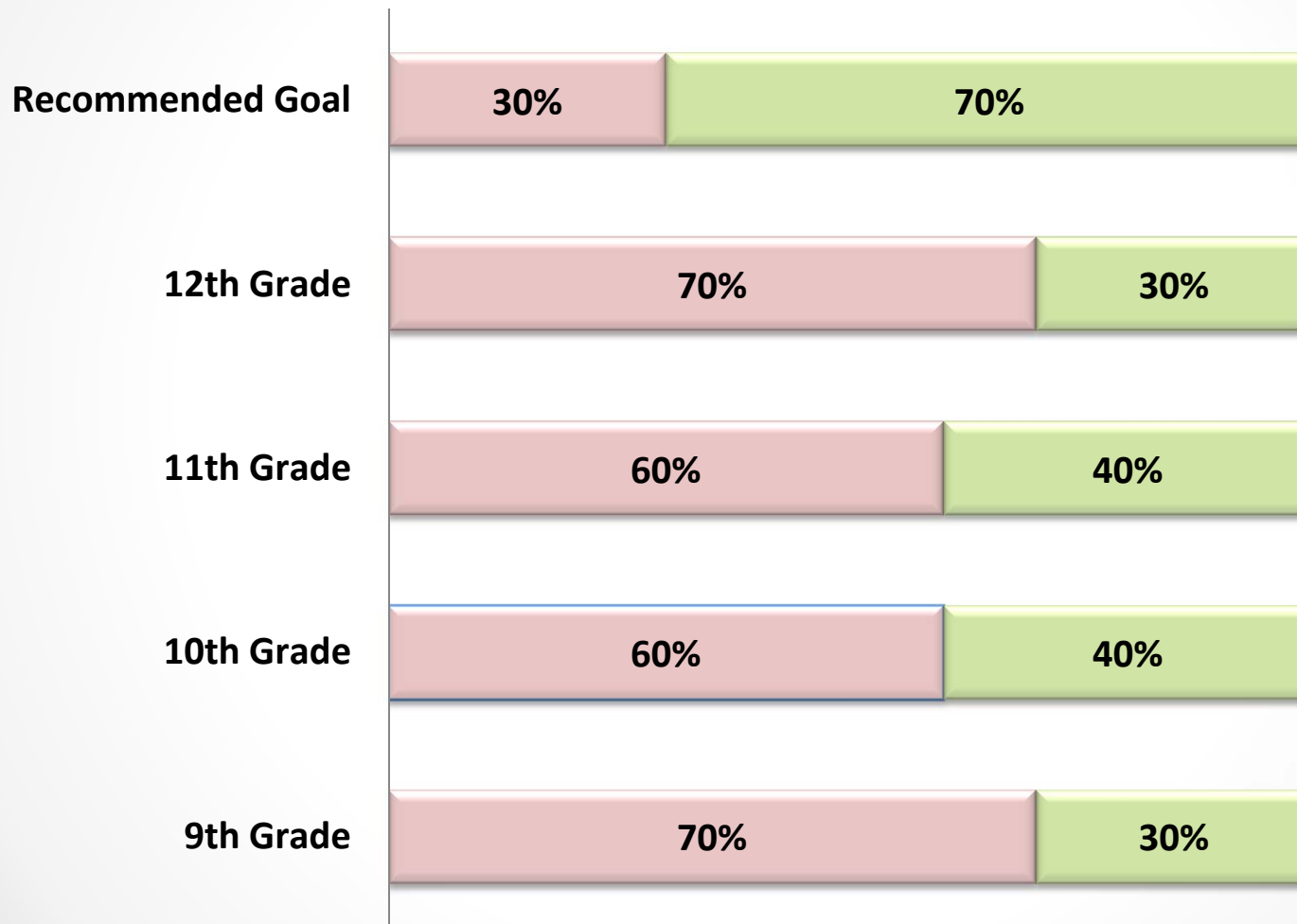


## 29-36. Teaching Multi-Cultural Texts in the Classroom



## 53. Reality vs. Recommendation

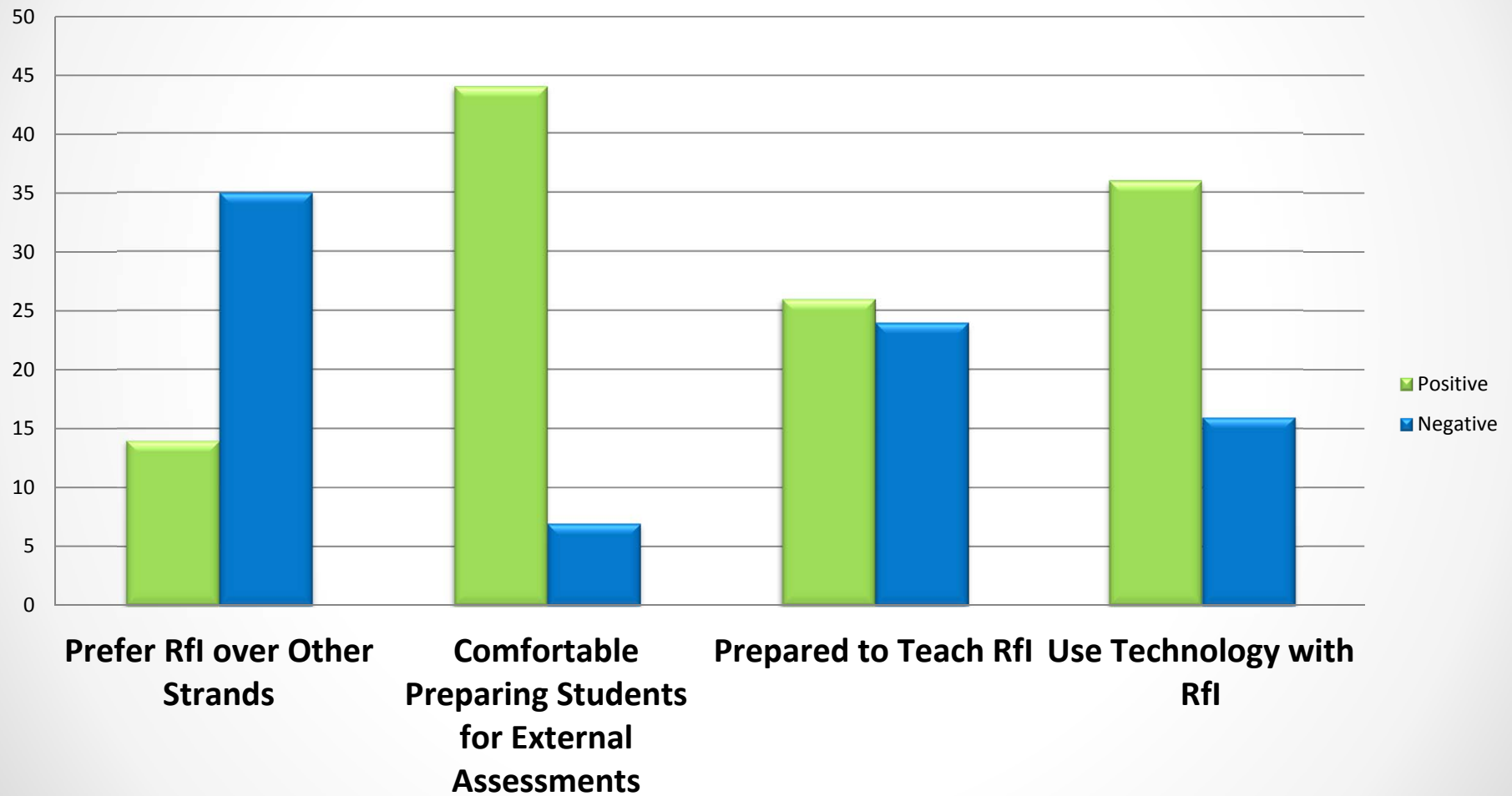
■ Reading Literature    ■ Reading for Information



## 53. Reading Literature vs. Reading for Information Relative Percentages

	Reading Literature			Reading for Information		
	Range	Mean	Mode	Range	Mean	Mode
9 <sup>th</sup> Grade	50-90	<b>70</b>	70	10-50	<b>30</b>	30
10 <sup>th</sup> Grade	30-95	<b>60</b>	50	10-80	<b>40</b>	40, 50
11 <sup>th</sup> Grade	10-95	<b>60</b>	50	10-90	<b>40</b>	50
12 <sup>th</sup> Grade	30-95	<b>70</b>	60	5-70	<b>30</b>	40

## 55-58. Dispostions Toward Teaching Reading for Information



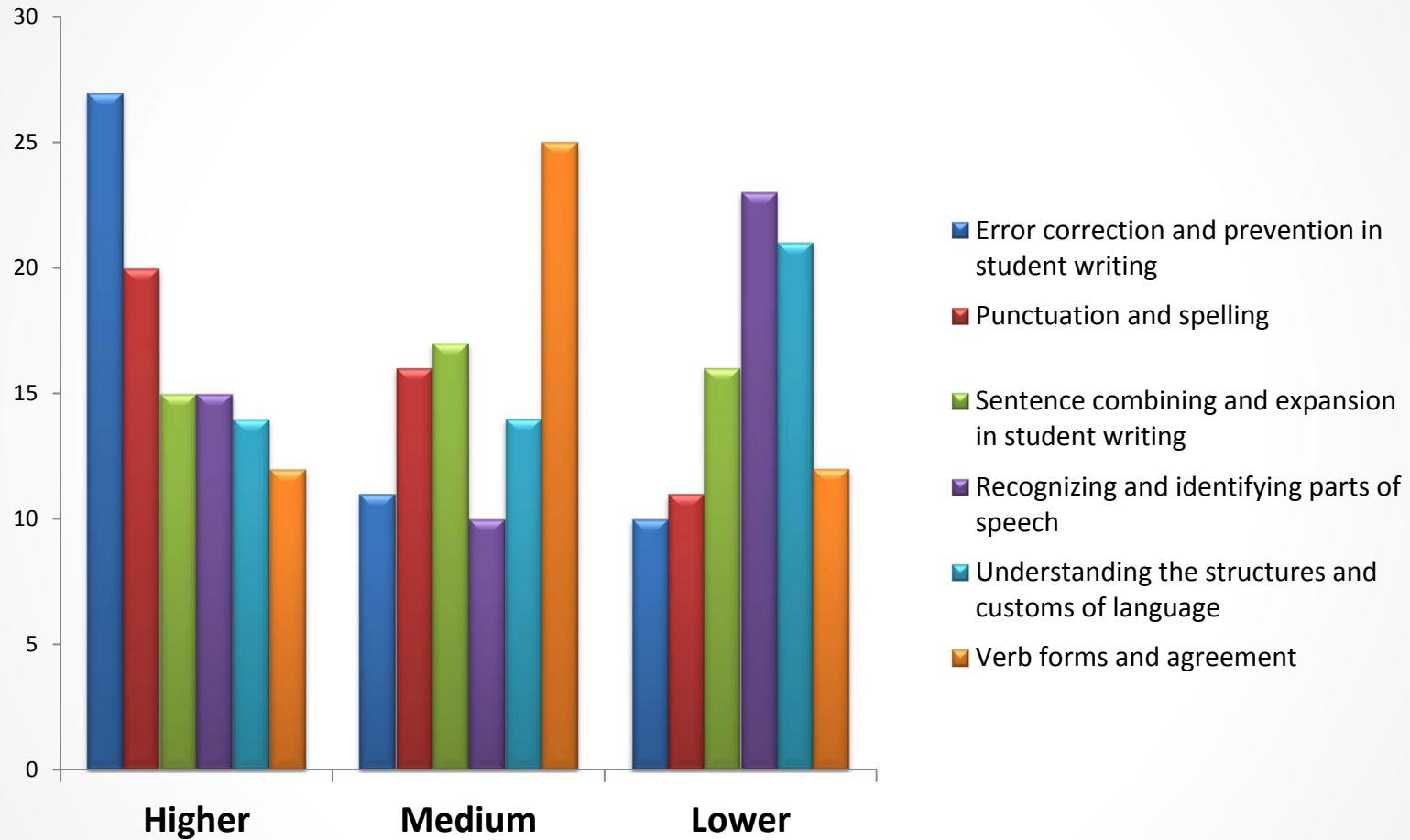
# Grammar and Usage:

What We Teach  
How We Teach It

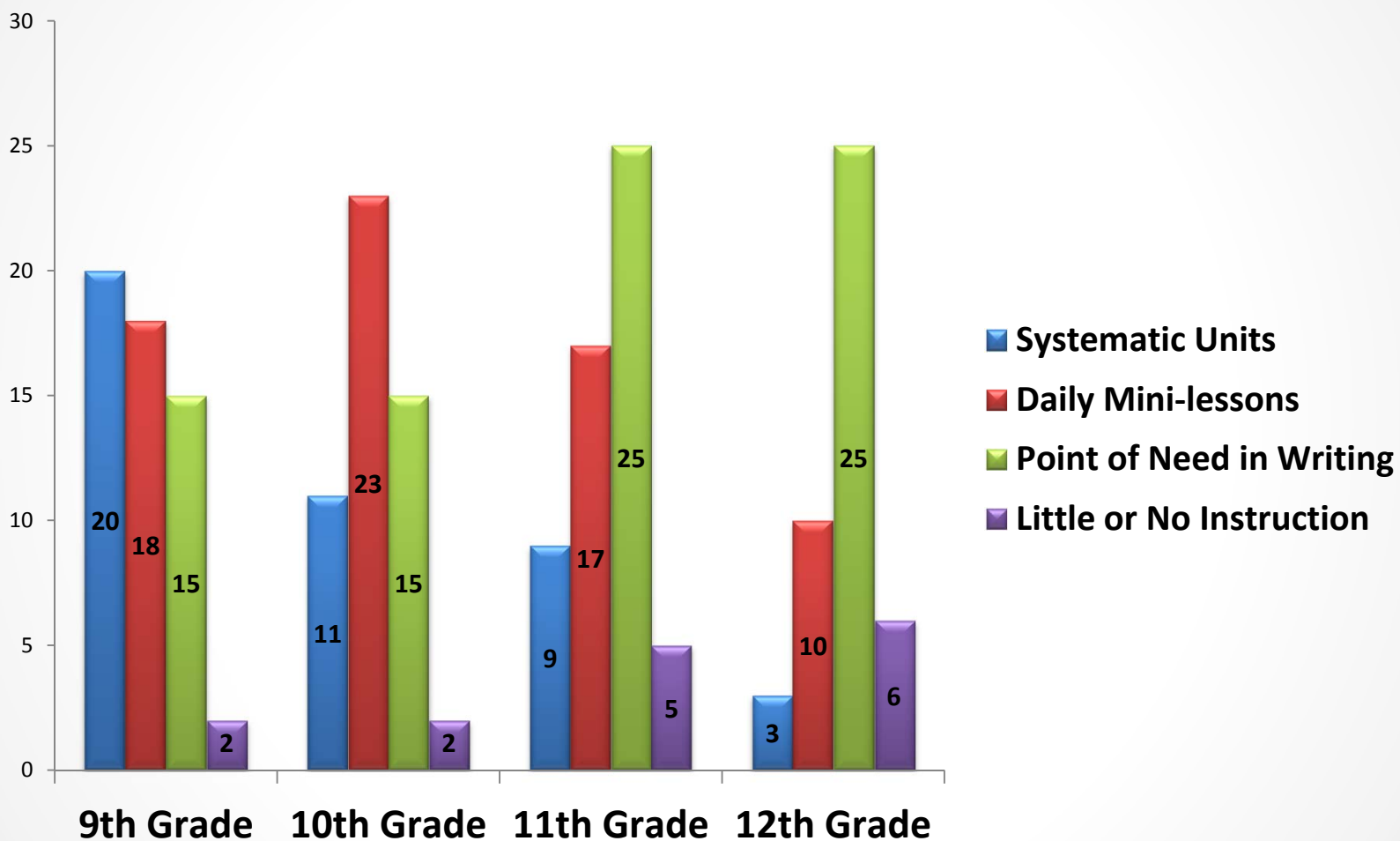




## 66. Emphasis in Grammar & Usage Instruction



## 64. Approaches to Teaching Grammar & Usage

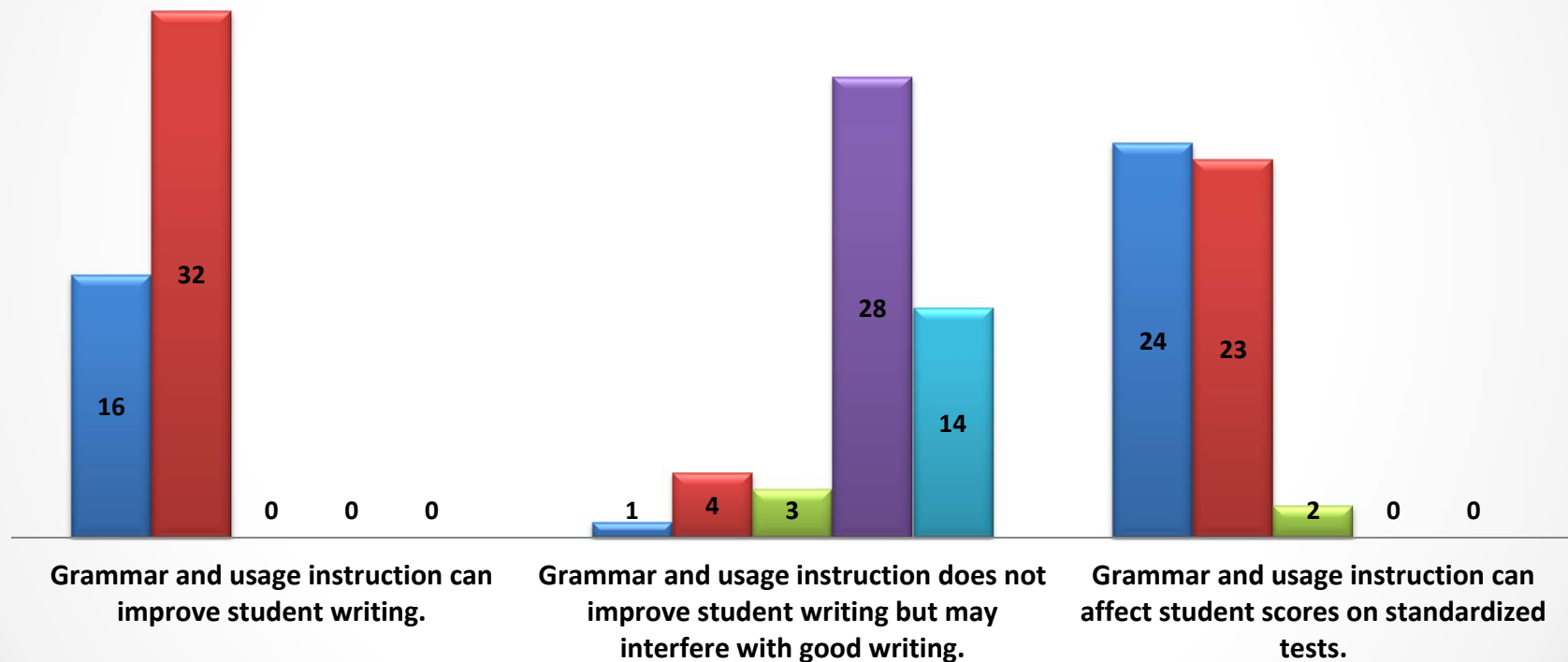


## 64. Approaches to Teaching Grammar & Usage



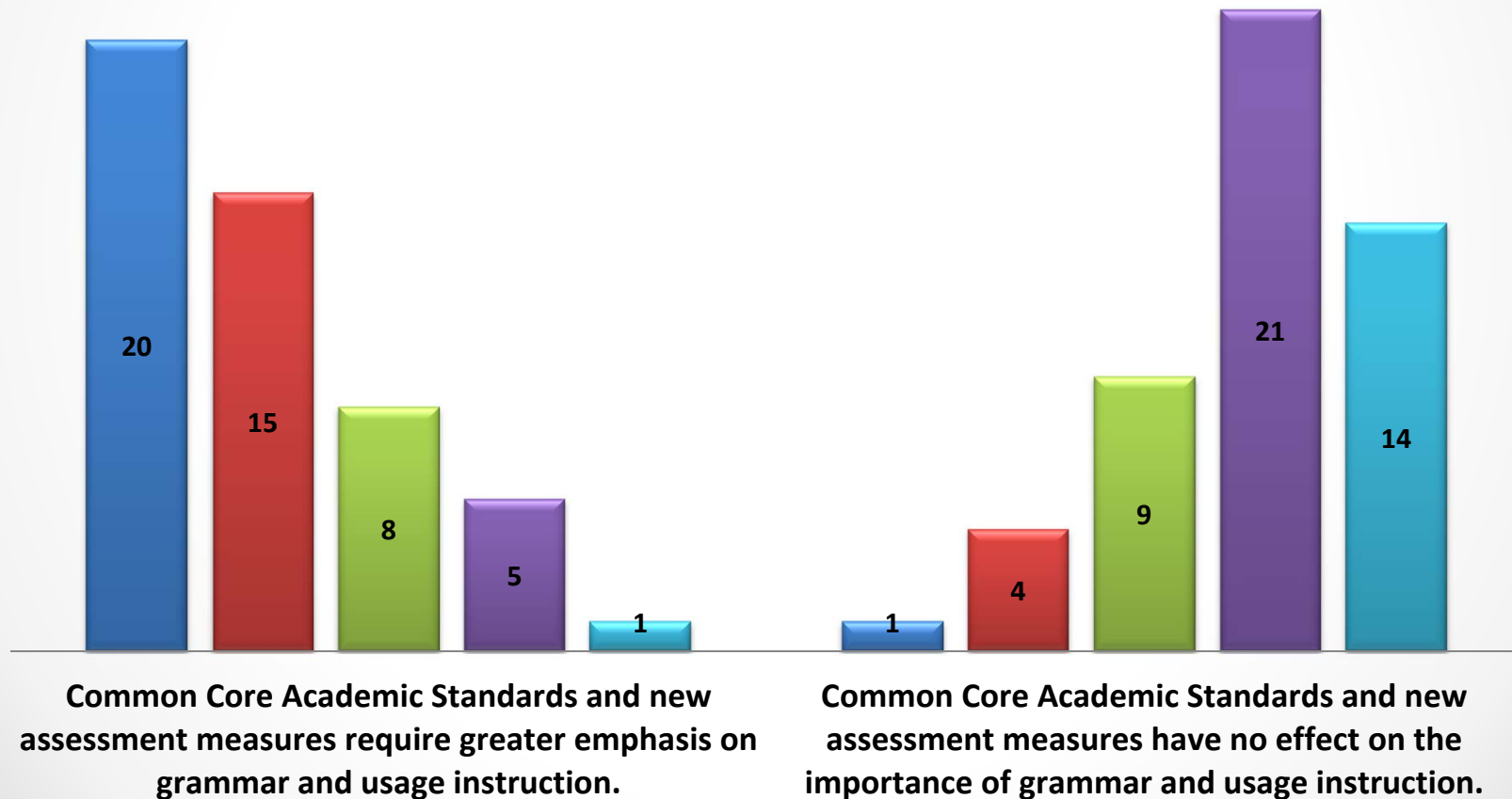
## 67. Impact of Grammar & Usage Instruction on Student Writing

■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree



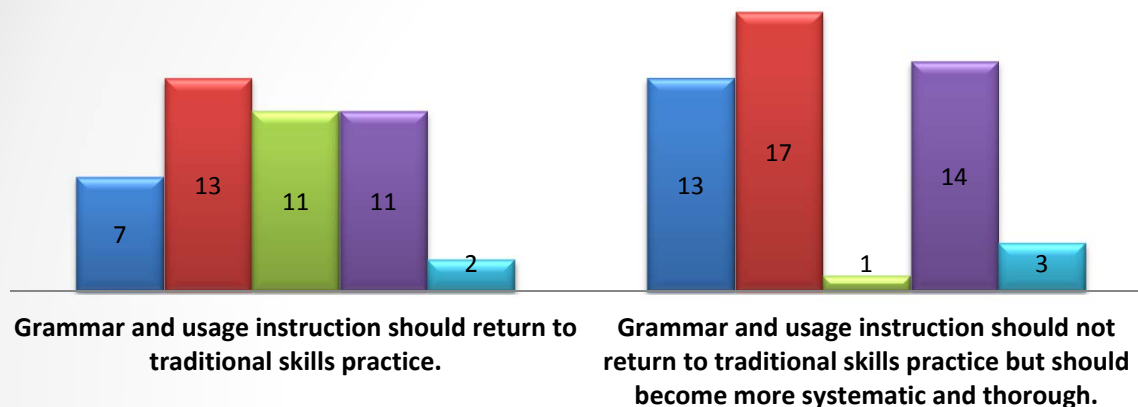
## 68. Impact of Common Core Academic Standards on Grammar & Usage Instruction

■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree



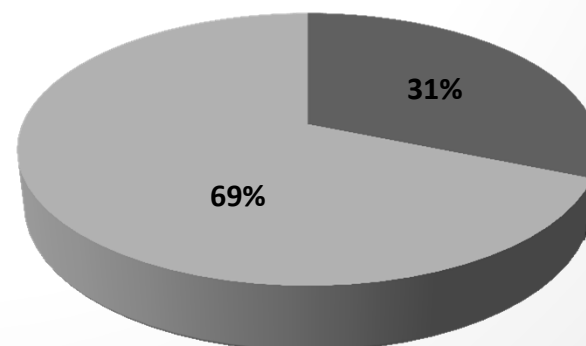
## 70. Grammar/Usage Skill & Drill vs. New Approaches

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly disagree



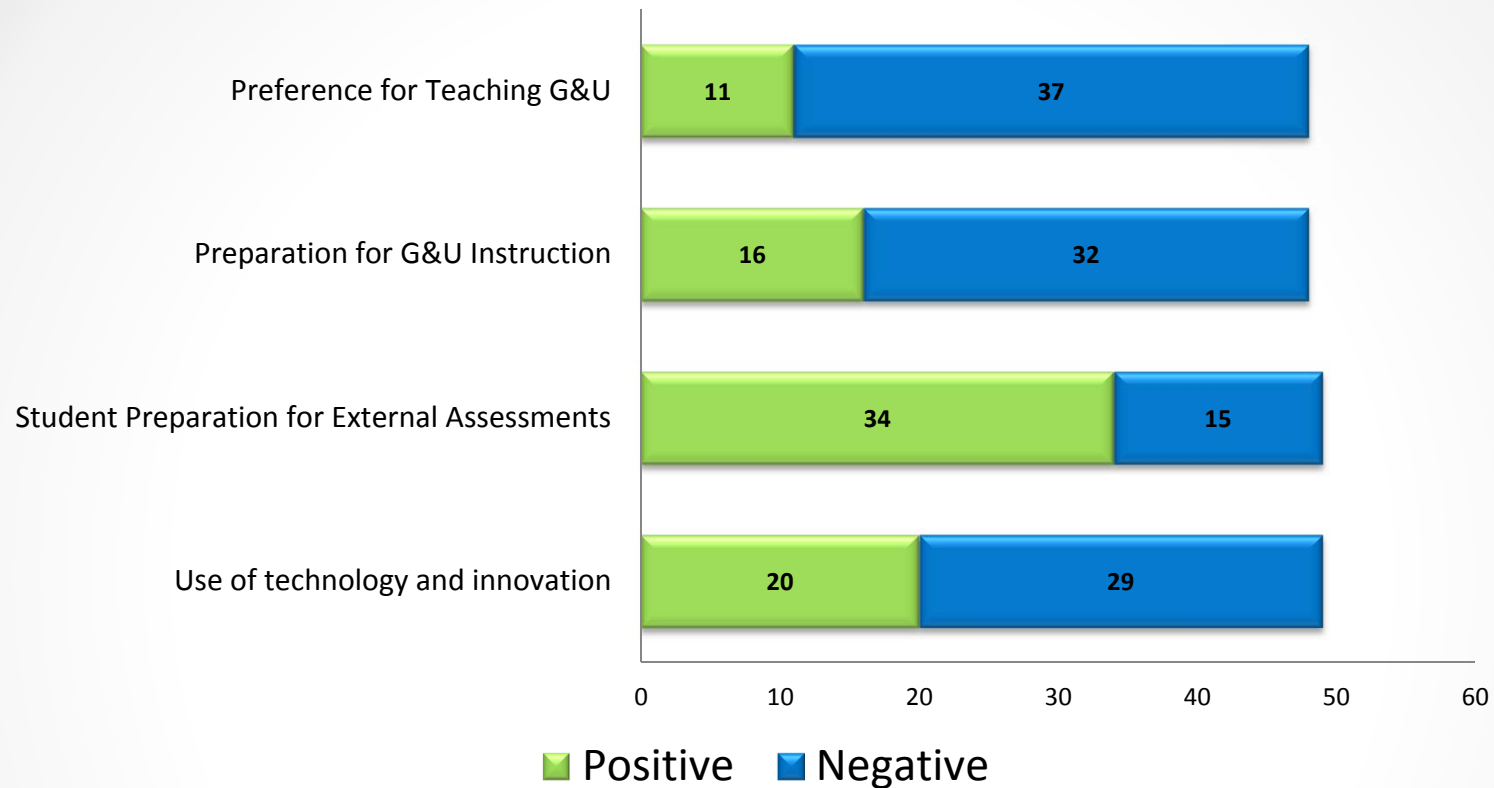
## 69. Same in "*Black and White*"

- Grammar and usage instruction should return to traditional skills practice.
- Grammar and usage instruction should not return to traditional skills practice but should become more systematic and thorough.





## 71-74. Dispositions about Teaching Grammar & Usage

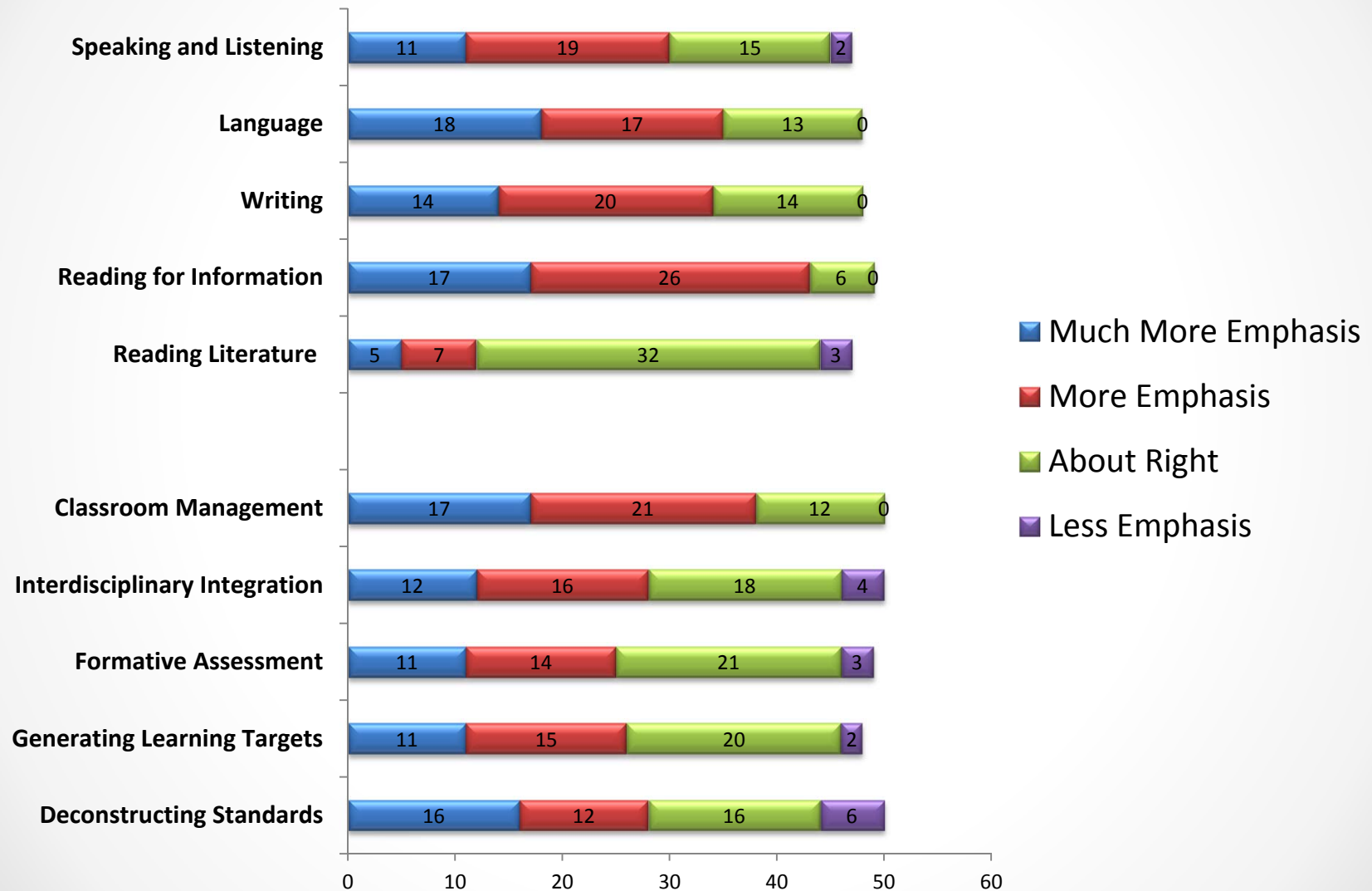


- |    |  |
|----|--|
| 11 | <i>Favor teaching grammar and usage over teaching other strands of language arts</i>                                 |
| 37 | <i>Prefer to teach strands of language arts <b>other</b> than grammar and usage</i>                                  |
| 16 | <i>Feel well-prepared by teacher education programs with content knowledge for teaching grammar and usage</i>        |
| 32 | <i>Do not feel well-prepared by teacher education programs with content knowledge for teaching grammar and usage</i> |
| 34 | <i>Comfortable with preparing students for external grammar and usage assessments</i>                                |
| 15 | <i>Uncomfortable with preparing students for external grammar and usage assessments</i>                              |
| 20 | <i>Employ technology, media, and creative strategies in teaching grammar and usage</i>                               |
| 29 | <i>Tend toward traditional, less engaging strategies in teaching grammar and usage</i>                               |

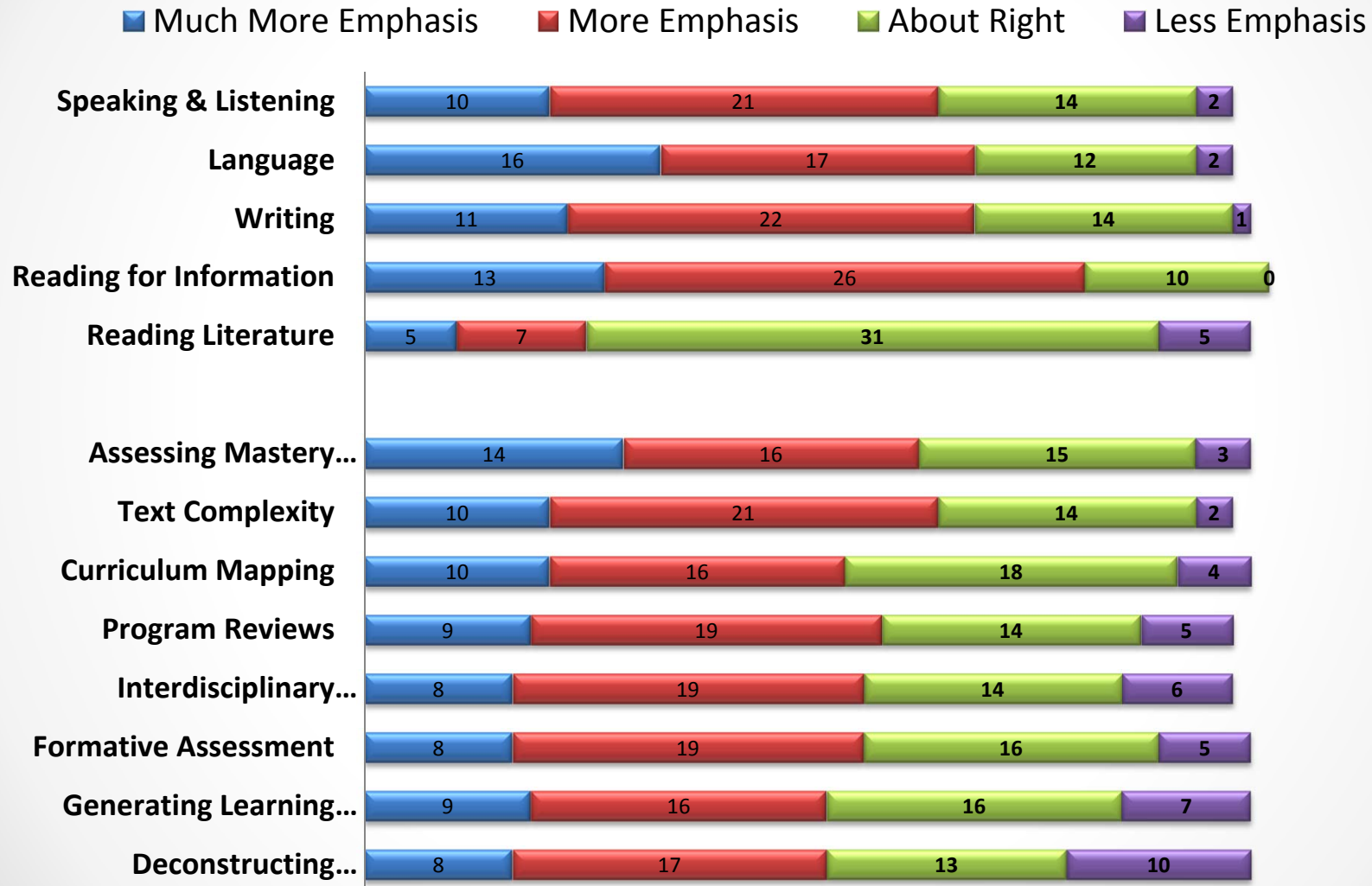
# Teachers' Perspectives: Preparation and Professional Development



## 75. Emphasis in Teacher Education Programs



## 77. Emphasis in Professional Development Opportunities



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